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ABSTRACT

The philosophy and content included in this document are intended to assist students, teachers, administrators, curriculum directors, school boards, and laymen in the organization and the conduct of a quality physical education program in the secondary school. The guidelines set forth here assume that secondary school students have had continuing and appropriate learning experiences in physical education through the elementary grades. Appropriate modifications may be necessary to reflect future changes in attitudes, knowledges, and practices. (Author)

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# Guidelines for Secondary School Physical Education

A POSITION PAPER

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
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1970

THIS PUBLICATION provides a rationale for the development of a sound and comprehensive program of secondary school physical education. Prepared by a committee of the AAHPER Physical Education Division, it is a composite of statements, beliefs, and resolutions approved by the American Association for Health, Physical Education, and Recreation.

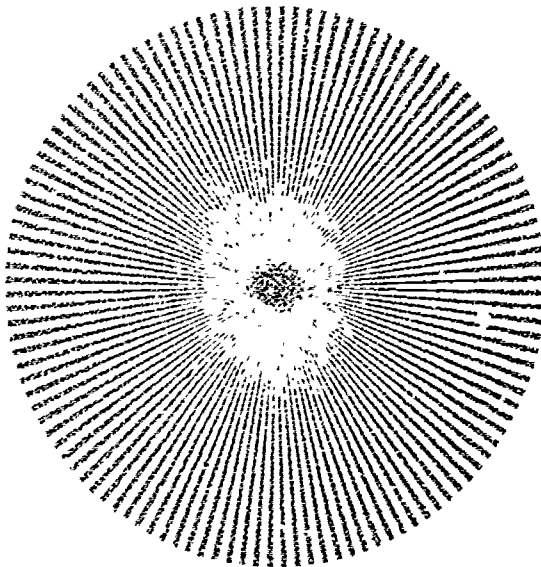
The philosophy and content included are intended to assist students, teachers, administrators, curriculum directors, schools boards, and laymen in the organization and the conduct of a quality physical education program in the secondary school. The guidelines set forth here assume that secondary school students have had continuing and appropriate learning experiences in physical education through the elementary grades. Appropriate modifications may be necessary to reflect future changes in attitudes, knowledges, and practices.

## FOREWORD

THE FOCUS OF ATTENTION and the subject of concern of this publication is the secondary school student. He has a difficult and demanding role. During his teenage years, he must learn to manage the highly sophisticated skills and techniques necessary to function as a contributing member of our complex society • Secondary students today are concerned, bewildered, confused, restless, keen, conscientious, and thoughtful. They are different from the young adult of former years in the degree of their awareness of problems, opportunities, and concerns • It is vital that we understand the teenage subculture which constitutes such a large and complex segment of American life. In-depth investigation of this culture should lead both the student and the teacher to a discovery of what the student needs, feels, and cares about. This discovery — this common concern — brings identity to the problem and gives direction for the construction of learning experiences • The task is to develop and present activities in physical education that are functionally linked to the knowledge and attitudes of the secondary school student and his society. It is the linking of what he learns to what he feels and cares about that makes school meaningful to the student • Physical education in the secondary school, through its specific contribution, should provide:

A setting in which experiences will help each student enjoy physical activity, to feel good about himself, and to accept himself and others.

• Opportunities for vigorous activities through which there may be alleviation of frustrations and tensions.



Many avenues for self-identification and for identification with sex and peer groups.

A variety of opportunities to develop self-confidence, individual initiative, and responsibility to self and society.

Experiences which recognize a diverse range of human talents and interests, facilitating the discovery of specialized abilities together with the acceptance of limitations.

An atmosphere which relates and integrates the individual with his total environment.

Special attention to differences in physical development and maturity of individual students.

An environment that supports the rules necessary for the concept of fair play and for the safety of the participants.

Opportunities for students with severe structural or functional handicaps to participate in special activities adapted to their individual needs.

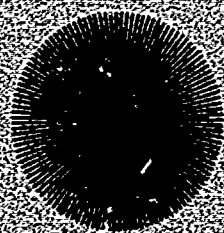
Coeducational physical education experiences.

Attention to the use of books, periodicals, and audio-visual in class as resource materials.

Knowledge and experience in activities which will encourage and assist the individual to maintain fitness throughout life.

Leadership opportunities for each student.

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**PHYSICAL EDUCATION** is that integral part of total education which contributes to the development of the individual through the natural medium of physical activity--human movement. It is a carefully planned sequence of learning experiences designed to fulfill the growth, development, and behavior needs of each student. It encourages and assists each student to:

Develop the skills of movement, the knowledge of how and why one moves, and the ways in which movement may be organized.

Learn to move skillfully and effectively through exercises, games, sports, dance, and aquatics.

Enlarge his understanding of the concepts of space, time, and force related to movement.

Express culturally approved patterns of personal behavior and interpersonal relationships in and through games, sports, and dance.

Conserve the heart, lungs, muscles, and other organic systems of the body to meet daily and emergency demands.

Attain an appreciation of and a respect for good physical condition (fitness), a functional physique, and a sense of personal well-being.

Develop an interest and a desire to participate in life-time recreational sport.

## THE INSTRUCTIONAL PROGRAM

THE INSTRUCTIONAL PROGRAM has as its foundation a common core of learning experiences for all students. This core of experiences must be supplemented in ways that serve the divergent needs of all students--the gifted, the average, the slow learner, and the physically handicapped. It must be geared to the developmental needs of each pupil.

The program should provide for a reasonable balance in those activities commonly grouped as team and individual sports, aquatics, gymnastics, self-testing activities, dance, and rhythms.

Sequential progression in the specific skills and movement patterns involved in the activities included in the above grouping is essential.

There should be opportunity for elective learning experiences within the required program.

The acquisition of knowledge and understandings related to the development and function of the human body, and to the mechanical principles of human movement is necessary.

Learning experiences (physical activities) should be designed to foster creativity and self-direction and to encourage vigorous activity which includes emphasis on safety procedures.

Physical fitness -- agility, balance, endurance, flexibility, and strength -- should be developed.

Experiences which reinforce the development of behaviors, attitudes, appreciations, and understandings required for effective human relationships are important.

Special opportunities should be offered for those students who find it difficult and uncomfortable to adjust to the regular program because of physical, social, or emotional problems.

The program should present basic skills which can be employed in a comprehensive intramural, interscholastic, and recreational program for all girls and boys.

## INTRAMURAL INTERSCHOLASTIC

THE INSTRUCTIONAL PROGRAM, which has as its base the teaching of skills and knowledges, provides a foundation for comprehensive intramural interscholastic programs wherein the opportunity for organized sports is available to all girls and boys. Intramural/ interscholastic athletics makes available a laboratory period in physical education and should be encouraged and provided for all students.

Medical examinations should be required for all who participate in vigorous activities.

A physician's statement indicating the student's fitness for participation should be required following a serious illness or injury.

The program of intramural interscholastic athletics should provide opportunities for participation in a wide variety of sports and activities for both girls and boys.

Competition should be as equal as possible, based appropriately on age, ability, height, weight, physiological maturity, and strength of participants.

The financing of the instructional, intramural, and interscholastic athletic programs for girls and boys should be provided by local boards of education.

Remuneration for additional teacher assignments (e.g., intramurals, clubs, interscholastics) should be financed by the local boards of education.

Teachers who provide leadership in the intramural and interscholastic athletic program should be enthusiastic and well-prepared and should possess technical competencies in these additional areas of responsibility.

Interscholastic athletic leagues or conferences should be confined to students in grades 7-12. Tackle football for boys should not be included in the junior high athletic program unless the kind of equipment, facilities, health supervision, coaching, and officiating that are necessary for optimum safety of the participant can be provided. Boxing as a competitive sport should be prohibited.

All secondary school interscholastic contests, including post-season games, should be under the jurisdiction of state high school athletic associations.

Opportunities for leadership and service should be made available for students.

The entire program of physical education (class instruction, adapted, intramural, and interscholastic) should be administered by a qualified director of physical education.

## THE TEACHER

QUALIFIED AND DYNAMIC LEADERSHIP is essential to the implementation of an effective and comprehensive program of physical education in the secondary school. The key to the teaching-learning environment is a competent, concerned teacher. The teacher must be knowledgeable about growth and maturational patterns and be sensitive to student needs, desires, and concerns.

The program of physical education in the secondary school should be taught by qualified teachers whose certification in physical education is recognized by the state department of education.

Teachers of potentially hazardous activities (aquatics, gymnastics, skiing) should have specialized training to the extent that they are recognized and certified by the national agencies associated with these sports.

Men and women coaches should be certificated teachers and possess a major or minor in physical education or state coaching certification. Interscholastic sports should be coached and officiated by the most qualified personnel.

Teachers and coaches should have training in emergency first aid and be knowledgeable in regard to school referral procedures.

Teachers of secondary physical education should become familiar with the program of physical education in the elementary schools and share in program planning whenever given an opportunity, to assure desirable progression and sequential arrangement of activities, K-12.

## HEALTH PROTECTION AND INSURANCE

THE HEALTH AND SAFETY of the individual should be paramount in every phase of physical education.

There should be periodic medical examinations to assist in determining the health status of all students.

Students participating in any phase of the physical education program should be required to have adequate insurance coverage.

It is essential for hygienic and safety reasons as well as to assure freedom of movement that all students change to prescribed clothing for participation in physical activities. Showering should be required after participation in vigorous physical activities.

The school should provide towels, soap, showers, and sanitary dressing facilities with adequate maintenance.

There should be supervision in the locker room to assure safety and orderliness.

Authorized school district transportation should be provided when needed for all instructional activities and intramural and interscholastic athletics.

Schools should have written policies and procedures for accident prevention, emergencies, reporting to the administration, immediate first aid, and notification of parents or guardian.

SCHEDULING,  
TIME  
ALLOTMENT/  
CLASS  
SIZE

SCHEDULING, TIME ALLOTMENT, AND CLASS SIZE have a direct bearing on the health, safety, and extent of participation by students, on the type of activities that can be offered, and on the student outcomes which can be expected.

A daily instructional period of directed physical education should be provided for all secondary school students equivalent in length to that found in the regular school pattern.

Schools organized on other than the traditional schedule should provide physical education experiences for each pupil comparable in time to that allocated to other major courses.

The instructional program should be scheduled to allow for maximum participation and adequate time for each pupil to have an opportunity to gain the satisfaction that comes from achievement.

All students should be enrolled in physical education classes. Time should be scheduled in the physical education program for pupils handicapped by functional or structural disorders and those who find it difficult to adjust to the regular program.

Assignment to physical education classes should take into consideration sex, skill, maturation, grade level, and health status.

The pupil/teacher ratio should be the same for physical education classes as for other subject areas with variations possible depending upon the activity.

There should be no substitute for the instructional program.

The teacher's schedule should allow time for preparation and planning.

## — FACILITIES, EQUIPMENT, SUPPLIES —

FACILITIES, EQUIPMENT, AND SUPPLIES are of the utmost importance in conducting a comprehensive program of physical education in the secondary school.

Physical education facilities, supplies, and equipment should be provided for the instructional, intramural, interscholastic, and recreational programs in proportion to the needs, interests, and numbers of girls and boys to be served. This includes adequate and desirable shower and locker room facilities.

Each area of the physical education program should be provided with appropriate equipment and supplies in sufficient quantity to provide each student with an opportunity to actively participate throughout the entire class period.

Daily maintenance service of the gymnasium, locker room, swimming pool, and showers and regular maintenance of the outdoor physical education area must be provided for the health, general welfare, and safety of the students.

All equipment, supplies, and uniforms issued by the school should be periodically checked, reconditioned, and laundered to ensure proper sanitary condition and maximum safety for students.

In the planning of facilities, both men and women staff members on the instructional level should be consulted to ensure the optimum functional value of the teaching stations. It is recommended that 125 square feet of activity instructional area be provided for each student participating.

School and community facilities should be planned and used to supplement and complement each other in meeting the needs of the students and the community.

Community recreation programs conducted within a school facility should be under the supervision of school personnel, to assure the safety of students and the protection of facilities, equipment, and supplies.

## EVALUATION

Evaluation is a continuous process which is necessary for the improvement of learning experiences in terms of objectives and effectiveness of instruction. Self-evaluation by the student and the teacher is a part of the process • Evaluation should be utilized as one means of interpreting the program to pupils, school personnel, parents, and community • Schools should make certain that their offerings and procedures are consistent with the accrediting agency by which they are governed • Credit for each year of physical education in the secondary school should be granted for graduation on a basis equitable with other subject matter areas • Credit in physical education should count toward honor grades and be included in establishing class rank order • Standards for credit in physical education for graduation should reflect the same kind of quality as established by local school boards or state departments of education for other areas of instruction.

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